**K-5 ELA Lesson Plan**

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| **Teacher:**  **Foust Elementary** | | **Grade:**  **3rd Grade** | | | **Date(s)**:  Unit Day 5- 8/31 |
| **Unit Title ( 20 days):**  Prove It! (Textual Evidence to make a claim) | | | **Corresponding Unit Task (7 days):**  Task 1 **Text Evidence Organizer-** After reading literary and informational text selections, students will complete a graphic organizer to demonstrate their use of text evidence. | | |
| **Essential Question(s):**   * How can text features help me locate text evidence? * How can text evidence be used to support informational writing?` * How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Comprehensive Science Assessment: “Lesson 28: Water on Earth**  **Comprehensive Science Assessment: “Lesson 34: Air and Water** | | | | |  | | --- | | **Text**: A book or other written or printed work, regarded in terms of its content rather than its physical form |   **Evidence:** argument establishing or helping to establish a fact or the truth of a statement  **Supporting details:** statements from the text which support your topic or theme   * + **Text features:** Various ways of manipulating and placing text to draw attention to or emphasize certain points or ideas in a text (e.g. bolding or boxing questions, italicizing key vocabulary, listing, bulleting, numbering).   **Collaboration:** The action of working with someone to produce or create something  **Aquifer:** a layer of gravel or small stones in which water is held. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice   * Independent | **Reading**  **Standards:**  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **RI.3.5**. - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **RI.3.7**. - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **I Can Statement(s):**  I can identify text features in a text.  I can gather evidence from an informational text.  I can create a claim using evidence from the informational text for support.  **Instructional Plan:**   * Students will write an I notice/I wonder statement about the article “Water on Earth” * Students will mingle around the room and on the freeze command get with a shoulder buddy and share their thoughts at least 3 times. * As a whole class I will ask for some I notice and I wonder statement examples and will post a few on the board. (guide students to noticing the text features on the page) * Together with the class we will create an anchor of text features and how they help the reader better understand the text and how they might help support a claim. Ex.   What it supports  How it helps  Text Feature   * **Bold print the reader identify helps support a claim**   **new or unfamiliar by providing true def.**  **words in a text of content words**   * **Title** * **Sub-title** * **Diagram** * I will show students that the sub-title in this article is the claim/ main idea of the selection and that the paragraphs that follow serve to prove/support the main idea/claim with information * I will then model how to fill in the graphic organizer with the claim * Using mental modeling I will show students how to read aloud and ask questions, pausing to make the point that good readers ask questions to themselves while they read * Students will begin the task by writing an I notice/ I wonder statement about the article “Air and Water”. Students will be reminded that their statement should relevant to the text and that good writers write statements in complete sentences. * I will take a moment to point out new/tricky content vocabulary as well as to provide a little background on the text. * Students will then get with a partner of my choice. * Students will read the article with a partner. * Together with the partner they will work to create a claim and find at least 3 supporting evidences/details from the article * Students will then insert their claim and evidences on their own graphic organizer. * Students will come back together as a class. We will spend a few moments discussing the claim they felt the article made and at least 3 examples of evidence they found in the text. Students will be reminded to refer back to the text for support. * I will ask what text features they noticed in the article and how these features help us as a reader and how this text feature helps support out claim (How do we use air and water?) | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared   * Guided Practice * Independent | **Writing**  **Standards:**  **W.3.4**. - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **I Can Statement(s):**  I can write a body paragraph to support a claim using complete sentences.  **Instructional Plan:**   * **Review the claim made yesterday on the graphic organizer** * **Turn and talk- restate your claim** * Model how to write a body paragraph using the three supports from the graphic organizer (same claim as the I Do from previous day) * Using a shared writing technique, we will create a sample body paragraph together using the three supports in the body paragraph to support the claim made in the introduction (same claim as the We Do from previous day)      * Students will work independently to write their own body paragraph using the supporting evidence they recorded in their graphic organizer from the previous. ( same claim as the You Do from previous day) | | | | |
| **Gradual Release of Responsibility:**   * Modeled   ×Shared  ×Guided Practice   * Independent | **Word Study**  **Standards:**  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s):**  I can demonstrate my editing strategies by checking for capitalization and punctuation errors in a body paragraph.  **Instructional Plan:**  [**http://www.eduplace.com/kids/hme/k\_5/proofread/proof.htm**](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm) **(grade 2 letter to Ms. Lilly)**   * **Students will practice independently correcting the paragraph in their journal** * **Student volunteers will come to the board to edit the paragraph** * **I will ask other students how the student knew to make the correction they did to the paragraph**   [**http://www.eduplace.com/kids/hme/k\_5/proofread/proof.htm**](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm) **( grade 2 Memo to Joy Goodhart)**   * Model how to use quotation marks in a sentence * How I know a sentence is a statement * Why it’s important to mark statements with quotation marks   [**http://www.eduplace.com/kids/hme/k\_5/proofread/proof.htm**](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm) **(grade 3 Memo to Lou)**   * Students will work to guide/ teach/ talk me through the process of using quotation marks in a sentence. * Students will be asked to teach me how they know the sentence is a statement and requires quotation marks * Students will also be asked to explain to me why it is important to edit these passages to show statements   [**http://www.eduplace.com/kids/hme/k\_5/proofread/proof.htm**](http://www.eduplace.com/kids/hme/k_5/proofread/proof.htm) **( Grade 3 Mazy’s Pet Show)**   * **Students will work independently to correct the sentences in this short passage in their journal** * **Students may use the rule ask three before me if they find they are stuck and in need of assistance** * **As a class we will check out answers on the board by playing the game on the website** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   ×Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.3.1**. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.  **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  **c.** Explain their own ideas and understanding in light of the discussion presented stay on topic, and link their comments to the remarks of others.  **d.** Explain their own ideas and understanding in light of the discussion  **I Can Statement(s):**  I can explain my own ideas using complete sentences to support a claim.  I can participate in collaborative talks using appropriate language and sentences.  **Instructional Plan:**  Students will participate in a variety of speaking and listening strategies throughout the course of the lesson. Students will turn and talk to classmates listening with respect and offering up advice when making and supporting a claim. Students will also work together collaboratively at table groups, both with assigned roles and unassigned roles to discuss claims and their support. Students will be mindful of the pre-established rules of discussion. | | | | |
| **Closing/Summarizing Strategy** | * Students will come back together as a class. We will spend a few moments discussing the claim they felt the article made and at least 3 examples of evidence they found in the text. Students will be reminded to refer back to the text for support. * I will ask what text features they noticed in the article and how these features help us as a reader and how this text feature helps support out claim (How do we use air and water?) * **As a class we will check out answers on the board by playing the game on the website** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Identify text features and explain the how and why in writing . Work with students in the intervention and language development levels to provide scaffolding. | | Work with a buddy on tasks, communicate through other modalities | | | Work with a buddy on tasks, communicate through other modalities |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Assessment(s):** Assess lesson mastery with graphic organizers from writing and reading lessons and think-pair-share activities, Assess Task mastery with a post-assessment graphic organizer on 9/4, Assess Unit mastery with GEMS Unit 1 Post- Assessment on 9/21 | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*